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ABSTRACT

The Mississippi Choctaw Parent Child Development Program (PCDP), initially funded by the BIA in 1973 as a pilot project, has had a reservation-wide impact in each of its four main areas of focus: health and nutrition; education; social services; and staff and parent development. There has been a measurable decrease in early childhood infectious diseases and parasitic infections. Participating two and three year old children have shown increased skills in five areas of cognitive development, especially language. As a direct result of PCDP referrals at least 31 families per year received General Assistance and Child Welfare Assistance Payments and 300 parents received some type of training. Prevention of child abuse has been an especially effective area of PCDP. Parents, working closely with the program, have increased their understanding of their children and improved their parenting skills. The availability of free, quality care for preschool children has increased family earning power, thereby reducing home tensions and resulting in a more stable family life. PCDP has successfully integrated the total range of services which impact families and, therefore, the development of children. Recommendations for similar programs are included. (SB)

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P.C.D.P.

Impact Study

Preschool Programing for Reservations

Office of Tribal Planning
Mississippi Band of Choctaw Indians
Phillip Martin, *Chief*

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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"P.C.D.P. has been an integral part of our effort on the Choctaw Reservation to provide education services to all of our people. Preschool education does make a difference. We are vitally concerned that the efforts begun under P.C.D.P. to help raise the quality of life for Choctaw families will continue."

Phillip Martin
Chief

MISSISSIPPI CHOCTAW PARENT CHILD DEVELOPMENT PROGRAM

IMPACT STUDY

Prepared for: THE BUREAU OF INDIAN AFFAIRS
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The Office of Planning
Mississippi Band of Choctaw Indians

Phillip Martin, Chief

July 1980

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Section I

History of Development and Rationale for P.C.D.P.

SECTION I HISTORY OF THE DEVELOPMENT AND RATIONALE FOR PCDP

In January of 1973 the Bureau of Indian Affairs issued a guide for the development of Parent-Child Development Programs in which the philosophy and rationale for such programs and the concern and responsibility of the Bureau was narrated. This document pointed out that while 50 per cent of a child intellectual potential is developed before age five, there were approximately 42,265 Indian pre-schoolers on reservations who were not involved in preschool programs.

> "The Bureau of Indian Affairs' entry into the field of early childhood education is based on the urgency of this responsibility to utilize the learning potential of the early childhood years in total education planning." [1]

According to the same document, the "ultimate objective of the program is to raise the quality of life of the young Indian child and his family, enhance the role of the family and Indian culture." The Bureau initially recognized, as was later reinforced in a contracted independent study, that PCDP extends beyond the traditional boundaries of education programming and, from necessity, encompasses social services, mental health, and other programatic areas to provide the wholistic service delivery implied in "raising the quality of life." PCDP programs were envisioned as a catalyst to bring together the major resources of home and community stressing

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[1] Bureau of Indian Affairs, "A Guide for the Development of Bureau of Indian Affairs and Tribal Parent-Child Development Programs," 1973.

quality health, nutrition, education, psychological and social services in a preventive rather than a remedial focus which would extend to concern with the entire family.

Two pilot projects were initially funded by BIA to the Mississippi Band of Choctaw Indians and Acoma Pueblo in New Mexico. An independent study was then commissioned by the Bureau with the Bank Street College of Education. This study was released in 1976 under the title, "YOUNG NATIVE AMERICANS AND THEIR FAMILIES: EDUCATIONAL NEEDS ASSESSMENT AND RECOMMENDATIONS." A more thorough review of the existing literature was covered in the Bank Street document. In the ensuing years the weight given to the importance of cognitive stimulation in the years from birth to three years of age has expanded considerably. It is generally accepted that those years are the most crucial time in the child's development in determining the extent of future cognitive development and the developmental limits.

Bank Street pointed out some obvious, but crucially important facts with relation to early development and Indian children. The developmental process follows a pattern in which most children will develop certain skills and abilities at more or less the same times. The sequence of motor skills, language, and acquisition of simple facts and comparisons are not generally planned skills which are taught in a sequence to children by parents. The degree of and time required for development is subject to intervention. Intervention can be classified into two areas: (1) health, and (2) quality and quantity of available stimuli.

Thus, the problems encountered in the developmental process for

Indian children are centered around poor health and lack of both quality and quantity of stimuli with which to react. It is pointed out that there are also cultural differences which affect what behavior is to be learned and that culture is reflected through environment. It follows, then, that the environment which is set up for Indian children would ideally accentaute the positive aspects of Indian culture while filling deficiencies which stem from poverty, isolation, and forced cultural conflict in the home. The overall conclusion of the Banks study about the philosophical base for program operation starts with the same conclusion as the Bureau document: the projects must be intimately concerned with parents and total family to build a "growth-promoting environment: one which provides opportunities for experiences which capitalize on already existing strengths and helps to lay the foundation for future development."

The need for PCDP programming has been based upon the following set of generally agreed upon conclusions:

1. All children, including Indian children, learn from birth on from their environment and the people around them.

2. The years from birth to three years of age are the most important time in the development of cognitive ability.

3. "Learning" is structured into the areas of physical development, emotional and social development, and cognitive development.

4. The three major areas of development are interrelated. A child may manipulate objects in developing motor coordination, but he/she also develops concepts about size, shape, and elementary physics while doing so. The social constructs of what objects the child may or may not be permitted to manipulate, and the approval or encouragement to do so brings emotional and social development into play with each manipulation.

5. Parents who are struggling with the bare essentials of survival frequently have little time or energy for anything other than the essential caretaking activities necessary for their infants and toddlers.

6. Indian parents are not often aware of the types of experience which are available to their children. They may frequently look at their children's activities as 'just play' rather than an important part of their developmental process.

7. Lack of financial resources, limited education, and other factors in family life may limit the availability of toys, objects, and other stimuli needed for development.

The Banks study listed twelve purposes which could be carried out by PCDP programs in contributing to the overall development of Indian pre-school children as follows:

"1. Materials and opportunities for experiences which stimulate and enhance children's cognitive growth and competence;

2. Social stimulation, the opportunity to meet and interact with other children and with adults outside the family, especially important for children who live in comparative isolation and have limited opportunities for social interaction with people outside their families;

3. In those instances where the language of the home and community is different from that of the school, programs can provide early exposure to and opportunity to learn to express ideas in the second, mainstream, language;

4. Materials, concepts, and ideas about children's growth and development, modes of play and interaction, introduced into the children's homes;

5. An introduction to school life in a relaxed and benign context;

6. A link between home and school which can lead to more effective parent participation and involvement in their children's educational lives (both for the present and in the future);

7. For early detection of developmental handicaps and for appropriate therapy and/or remediation;

8. For early detection of exceptional potential or giftedness;

9. Day time care and education for children of mothers who work or who for other reasons cannot care for them;

10. The delivery of health, nutrition, and social services for all children and their families;

11. Opportunities for parents to work in the program, thereby giving both employment and the chance to learn more about children's development and ways of relating to young children;

12. Finally, the very existence and success of such programs can provide for the community as a whole a concrete embodiment of community concern for and commitment to young children; the program can provide a focus for continuing education opportunities, and advocacy for children and their families."[2]

CONCLUSION: IT IS REASONABLE TO ASSUME THAT GIVEN THE IMPORTANCE OF THE QUALITY AND QUANTITY OF STIMULI AVAILABLE TO INFANTS AND TODDLERS TO LATER DEVELOPMENT; AND FURTHER, GIVEN THE ISOLATION, POVERTY, AND LACK OF EDUCATION AVAILABLE TO INDIAN PARENTS WHICH RESULTS IN A DEFICIENCY OF SUCH STIMULI, THERE IS A RESPONSIBILITY FOR THE BUREAU AND TRIBES TO ASSIST IN PROVIDING AN IMPROVED ENVIRONMENT AND PARENT EDUCATION AND MAINTENANCE OF GOOD HEALTH TOWARDS THE END OF PRODUCING A HEALTHY, WELL-BALANCED ADULT FROM TODAY'S CHILD.

CONCLUSION: EFFORTS BASED ON THE ABOVE CONCLUSION MUST INCLUDE A WHOLISTIC SERVICE DELIVERY WHICH DEALS WITH THE TOTAL FAMILY AND INCLUDES PARENTS AS DELIVERERS OF EXPERIENCES

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[2] Bank Street College of Education, "Young Native Americans and their Families: Educational Needs Assessment and Recommendations", Haskell Press, 1976

IN ADDITION TO DIRECT PROVISION OF A CHILD CENTER OUTSIDE OF THE HOME.

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Section II

Background Choctaw P.C.D.P. Demonstration Grant

. . . planning for children with total resource integration

Section II Background - Choctaw PCDP Demonstration Grant

The Choctaw Tribe was selected from a number of applicants to be allocated a planning grant for implementation of the BIA/Tribal Parent Child Development Program as a pilot project. This effort was initiated in the fall of 1973. Criteria for eligibility were that a BIA kindergarten be in existence; that approximately 100 children from birth through age four be available for enrollment; and that parents and Community wanted the program and would make use of it. The Choctaw Tribe already had an established full-year Headstart program and there were BIA kindergartens and Follow Through Programs in all schools.

In December, 1973, a small staff was hired to begin the process of planning and establishing community goals for the Choctaw PCDP. The Director chosen was the person who had been directing the Research and Development program for Home Base Early Education.

There was a long, slow, process to involve all Choctaw program people in the initial planning. There were three or more already established ongoing programs, with staff well into the special guidelines and objectives of each program. There was a period of internal turmoil when program directors and staff wrestled with the concept of working together for the greatest benefit of each young Choctaw child. Instead of each program running independently, all would attempt to share responsibilities and services. Most programs for children on the reservation are mandated to provide services which are based on similar or even identical principles. These programs included education, bilingual education, staff training, parent education and involvement, career and staff development, and health and family social services components.

A responsible and sensible approach, therefore, seemed to be to bring all these components together under a single authority and this is what staff attempted to do. They sought and received assistance from persons outside the programs, such as the Tribal Council, Chief, School Board officials and community members from all seven communities of the Choctaw Nation of Mississippi. These communities are Pearl River, Red Water, Standing Pine, Tucker, Bogue Chitto, Conehatta, and Bogue Homa.

One of the mandates for the planning year was to do a needs assessment survey of all children from birth through age four. Through the needs assessment it was found that there was duplication of services for young children in some areas and that no services were available for others, especially those living in remote areas of the reservation. There was a major need for day care services for all ages of children, and a need for local preventive health care and health services. There was a need for parents to have an opportunity to learn more about the development fo their children and to have a voice in their children's education and the delivery of health and social services. A further need was expressed that the Mississippi Choctaw language and culture be protected and taught with respect. There also was a great need for early childhood programs which could include children of three to five years who were not eligible under Headstart guidelines for reasons of income. As soon as children's parents are employed and are making an adequate living, the children are no longer eligible for the Headstart programs nor for Social Services Day Care Programs under Title XX. Their needs for pre-kindergarten education remain as critical - a little money does not solve the problems of long years of educational neglect.

The parent board for PCDP chose to phase out the day care homes in favor of the center concept, which is not only less expensive to operate, but was felt by the parents to offer a wider range of experiences and resources and was deemed by the administrative staff to be easier for which to provide supervision and staff development activities.

The Choctaw Tribe has organized the Tribal Council into a committee system in which council members "specialize" in one or more areas of tribal operations designated by their committee assignments. The Tribal Education Committee reviews and assists in the planning of all education programs. The PCDP program is a part of the Education Department which is administered along with other departments under the Office of the Chief. The program reports to the Tribal Council through the Council Education Committee. In addition, the program staffs local parent committees which are active in the operation and design of the program. The organizational chart which immediately follows shows the organization of the PCDP program and its staffing pattern. This chart shows the initial center/family day home arrangement. Currently, an additional PCDP classroom has been added at Pearl River and Red Water, and the family day care homes have been deleted.

The major services areas of the program have been broken down into four major components: Health and Nutrition, Education, Social Services, Staff Development, and Parent and Community Development. The latter two categories are combined into one section in this report since there is a broad overlap. Parents often become staff members and vice versa. Training provided is generally open to both staff and parents who work as partners in the program. Each of the other components are reported on separately.

The planning committee coordinated a large conference to discuss needs. Outstanding people came from all over the United States to discuss with Choctaw people the needs of young children everywhere. Many national leaders in several disciplines attended, lectured, and led small discussion groups. There were specialists in the fields of Infant Care, Early Education, Health, Social Services, Employment and related fields.

The planning year was one of trial and error and learning for all concerned. The conference led to better planning and understanding of the comprehensive and coordinated services that were to be offered to the children and parents.

The former Director of the program left at about this time and the Headstart Director became Director of the Early Childhood Programs. This step consolidated the programs completely and plans went ahead for the subsequent operational year. After the conference and through much planning the proposal for infants and toddlers was drafted, accepted, and funded for the first year's operation.

The program is operated, both in principle and practice, in close cooperation with Headstart under the aegis of the Choctaw Early Education Program. The principle of cooperation between PCDP and Headstart is considered crucial in meeting the needs of Choctaw children to the greatest extent possible. There is, therefore, one Director who is responsible for both programs. With the exception of the Director and some members of staff in the central office, all staff are Indians drawn from the local communities. At present all but two of the central staff are Choctaws, including the Director.

The Choctaw PCDP program provided excellent coordination between Headstart and PCDP programs. Instead of duplicating services, the

combined staff of both programs acts in a referral and intake capacity by screening, assessing and placing each child in the program that best fits the need of the child and his or her family. In the process, all local services in health and social services, as well as educational resources are coordinated to meet individual needs.

The program components and their distribution across six communities appears in the tabulation which follows.

The tribe initially set up six centers and five day care homes. All of the centers were staffed with indigenous Choctaw-speaking staff who conducted center activities in the children's primary language with gradual phase-in of English at each child's self-defined pace. Facilities were obtained at no cost through use of existing tribally owned and BIA facilities.

The integration of PCDP and Headstart has allowed substantial reductions in expenditures for food, staff training, and program administration. Staffing patterns were also optimally planned to reduce expenses by using Aides provided by the Mainstream, TWEPT, and NYC programs. Through careful planning and use of existing resources, the tribe was able to run the PCDP program at a cost per child which was from one-fifth to one-half as expensive as the amount spent by the Bureau of Indian Affairs for children in off-reservation boarding schools, and only slightly above the costs for local BIA school expenditures despite the much higher staff/child ratio necessary for this young age group.

Detailed charts of expenses for various types of program operation have been set out in Section X of this report. Generally speaking, the cost for operation of PCDP programs will range from $3,500 to $6,500

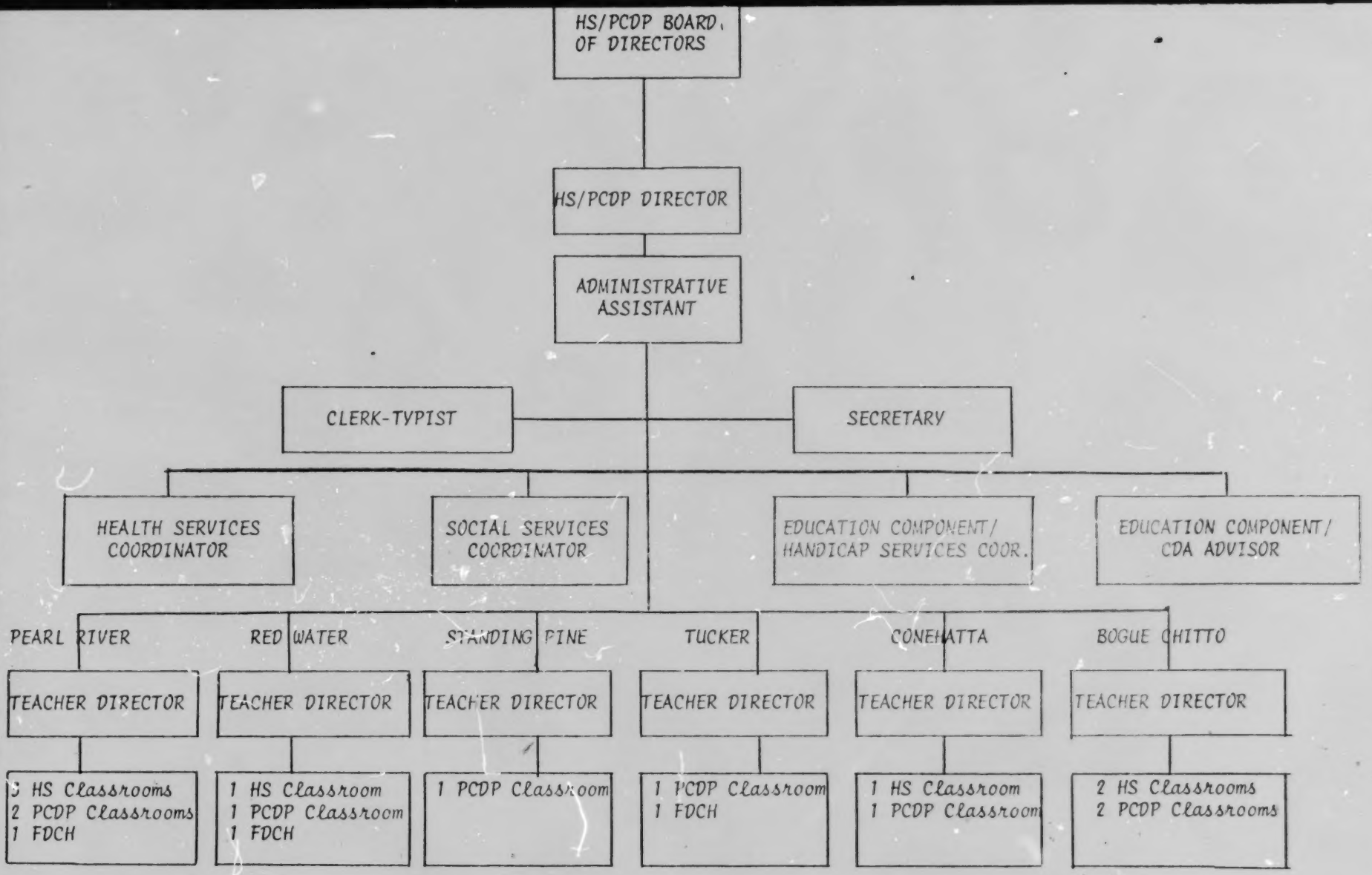
per child, dependent on the operational mode chosen by the sponsoring tribe.

INITIAL STRUCTURE

PCDP/ HEAD START PROGRAM

COMMUNITY	INFANTS SIX WEEKS TO AGE TWO	TODDLERS TWO YEAR OLDS	Three and Four Year Olds		Classroom Staff	
			PCDP	Head Start	PCDP	Head Start
Pearl River	1 Center-based group 5 children 1 Family Day Care Home 3 children	1 Center-based group 12 children	--	3 groups 44 children	1 Teacher Dir. 2 Teachers 2 Aides	3 Teachers 3 Aides
Bogue Chitto	--	1 Center-based group 11 Children	--	2 groups 29 Children	1 Teacher Dir. 1 Teacher 1 Aide	2 Teachers 2 Aides
Tucker	1 Family Day Care Home 4 children	--	1 group 13 children	--	1 Teacher Dir. 2 Aides	--
Red Water	1 Family Day Care Home 3 children	1 Center-based group 11 Children	--	1 group 14 Children	1 Teacher Dir. 1 Teacher 1 Aide	1 Teacher 1 Aide
Standing Pine	--	--	1 group 13 children		1 Teacher Dir. 1 Aide	
Conehatta	--	1 Center-based group 7 children	--	1 group 13 children	--	1 Teacher 1 Aide

[1]In addition, centers have a cook and a bus driver/janitor. NYC workers and community volunteers also contribute to the program.


HS/PCDP BOARD OF DIRECTORS
HS/PCDP DIRECTOR
ADMINISTRATIVE ASSISTANT
CLERK-TYPIST
SECRETARY
HEALTH SERVICES COORDINATOR
SOCIAL SERVICES COORDINATOR
EDUCATION COMPONENT/ HANDICAP SERVICES COOR.
EDUCATION COMPONENT/ CDA ADVISOR
PEARL RIVER
RED WATER
STANDING PINE
TUCKER
CONEHATTA
BOGUE CHITTO
TEACHER DIRECTOR
TEACHER DIRECTOR
TEACHER DIRECTOR
TEACHER DIRECTOR
TEACHER DIRECTOR
TEACHER DIRECTOR
3 HS Classrooms
2 PCDP Classrooms
1 FDCH
1 HS Classroom
1 PCDP Classroom
1 FDCH
1 PCDP Classroom
1 PCDP Classroom
1 FDCH
1 HS Classroom
1 PCDP Classroom
2 HS Classrooms
2 PCDP Classrooms

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Section III

Cognitive Development

SECTION III. COGNITIVE DEVELOPMENT

The cognitive development component of PCDP is a well-integrated component which blends social and motor skills that enhance cognitive development. The program uses a developmental checklist that is comprised of 248 items, (behaviors or tasks) under five categories: (1) cognition, (2) fine motor, (3) gross motor, (4) language, and; (5) self-help.

The skills and behaviors are cross indexed to norm out to a developmental age. When the program recently ran a comparison study between children entering Head Start at age three who had participated in PCDP, and children entering Head Start at age three who had not participated in PCDP, it was found that PCDP children scored higher on all of the areas on the developmental checklist. The greatest difference was found in the area of language development. PCDP children scored one year and three months higher in language development than non-PCDP children. After a year's equal participation in Head Start, the non-PCDP children had narrowed the gap by only three months with PCDP children still scoring almost a year higher than non-PCDP children. In addition, the two year old age group entering PCDP consistently made their largest gains in the area of language development. These language gains are indicative of the bilingual (Choctaw/English) approach used in the program. It appears that the longer children go with no introduction or practice in English, the harder it is for them to catch up. While the primary language used in the PCDP centers is Choctaw, children are exposed to English phrases and words systematically. The goal reservation-wide is not to produce mono-lingual English-speaking children, but rather to produce bilingual children whose command of English will allow them to compete for jobs and obtain training and further education without loss of native language.

COMPARISONS OF PCDP AND NON-PCDP CHILDREN ENTERING HEAD START

	FINE MOTOR	GROSS MOTOR	LANGUAGE	CONDITION	SELF HELP	TOTAL AVERAGE	TOTAL AVERAGE GAIN
Aug. 1979 PCDP	2.80	3.25	2.75	3.0	3.25	3.01	
Aug. 1979 NON-PCDP	2.08.	2.25	1.50	2.33	2.50	2.13	
Jan. 1980 PCDP	3.25	3.50	3.25	3.56	3.50	3.81	+ .80
Jan. 1980 NON-PCDP	2.50	2.56	2.25	2.75	3.0	2.61	+ .48
May, 1980 PCDP	5.0	4.33	3.56	4.25	4.80	4.38	+ .57
May, 1980 NON-PCDP	4.08	3.80	3.0	3.08	4.08	3.60	+ .99
PCDP TOTAL	3.65	3.69	3.18	3.60	3.85	3.60	+1.37
NON-PCDP TOTAL	2.88	2.87	2.25	2.72	3.19	2.78	+1.47
DIFFERENCE	.80	.82	.93	.88	.66	.81	

DEVELOPMENT CHART
PCDP CHILDREN

		FINE MOTOR	COGNITION	GROSS MOTOR	LANGUAGE	SELF HELP	TOTAL	AVERAGE GAIN
UPON ENTRY	Chronological Age 2.0	1.75	1.25	1.80	.75	1.50	1.41	-
6 MONTHS IN PCDP	Chronological Age 2.6	1.80	1.80	2.25	1.33	2.0	1.83	+ .42
12 MONTHS IN PCDP	Chronological Age 3.0	2.80	3.0	3.25	2.75	3.25	3.01	+1.18

TWELVE MO.S GAIN +1.60

PCDP/COMPARISON STUDY

	PCDP		NON PCDP
Initial Score	3.01		2.13
Differential		*+ .88 differential	
6 Months Score	3.81		2.61
Differential		+1.2 differential	
12 Months Score	4.38		3.60
Differential		+ .78 differential	

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Cultural Accountability in Program Operation . . .

. . . a plea from parents . .

. . . a program reality

In an independent evaluation of the PCDP program conducted by Cadre, Inc. through Dr. Margaret Bogan, the language development component was described as follows:

> "One of the areas of strength is the programs' bilingual approach whereby the classroom staff, who are functionally bilingual facilitate the development of real communication ability in the Choctaw language; and begin teaching a simple English vocabulary.
>
> All important communication in the classrooms takes place in Choctaw. Children are encouraged to talk naturally about their work, about projects, about feelings and things that are important to them. English is used in several appropriate ways such as simple finger plays and songs, context clues, favorite animal names, items of clothing, parts of the body, etc."

Since children's records from PCDP/Head Start follow them into the BIA school system, it was not possible in the time available to do a long term longitudinal study of the children. One twelve month period is not adequate to project with accuracy the long term effects of PCDP programming on the academic achievement of Choctaw children. It is clear, however, that the program does provide an advantage in all areas of development to the children who participate in the short range.

There are no strictly defined criteria for determining social development either short or long term except the observations of parents and teachers. It is felt that there are observable indications of raised self-concept which spring primarily from the positive reinforcement of Choctaw culture and the greater familiarity with the English language. Choctaw cultural materials are evident in all of the classrooms and traditional games, dances and stories are an integral part of the curriculum. These cultural elements allow the children to feel at home in the center and reinforce the values and traditions taught at home.

It is probable that the early introduction to parents of a program which incorporates standard cultural practice will affect the development

of school programming at the elementary and secondary level as these parents become active in advisory boards and school boards when their children leave the PCDP/Head Start program. Parent comments on the program evaluation forms indicate that the parents do recognize the value of cultural integration into educational programs after having observed the activities and their child's response to them.

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Section IV

Health & Nutrition

SECTION IV. HEALTH AND NUTRITION

Medical and dental examinations are given to each PCDP child prior to enrollment in school. Medical and dental services are provided and follow-up checks were done as needed. Proper dental care and good health measures are taught to children and parents in the classroom and parent meetings. Ninety-six percent of the children have gotten positive action concerning these referrals by proper medication, dental care, specialist care, and correct nutritional services. There has been a large decrease in problems related to parasites, child abuse, behavioral disorders, urinalysis screening, low hematocrat, mental health, and handicaps. Detection at an early age can eliminate these problems at an early stage.

Parent meetings are held monthly to keep parents and staff up-to-date on progress made and needs.

Over-all general visits for health purposes were made to the homes by the Choctaw Health field nurse and by Environmental Health in the six communities. Five hundred home visits were made, with 25 percent of these made to homes with PCDP age children.

The results of these visits to the homes has better educated parents on how to care for their children, provide good sanitation measures and possibly reduce and prevent childhood illness.

The attached enrollment sheet for the years 1974 to 1980 show the number of children in each center and number of children who received special care in the listed areas.

Nutrition needs are filled as required by the Mississippi State Department of Education through the Child Care Food Service Program.

The objectives of nutrition

The 1974 - 1980 Mississippi State Board of Health Immunization Report from all PCDP centers is attached to show number of immunizations. This report is required yearly to qualify each PCDP center to operate.

Health education is integrated into ongoing classroom and other program activities for both parents and children. The children and parents are familiarized with all health services they receive. Parents also learn from the emphasis placed on careful examination, immunization, dental care, and other health measures that such health activities are important for their children.

Teachers integrate health and nutrition into the curriculum and daily activities of the children. The importance of health education is carried out in the following ways:

1. Children are periodically observed to see if they are well. Parents consult with teachers and other staff each morning when they arrive at the classroom.
2. Children are taught good hygiene measures in proper handwashing, tooth brushing, and good sanitation in the bathroom.
3. Family style meals are served with children assisting in setting the table and serving themselves.
4. Using silverware properly is taught.
5. Children are encouraged to eat some of all food served to them.
6. A balanced diet is served with each meal based on the four basic food groups.
7. Appetites are observed.
8. Special diets are made for children who might be allergic to foods, have low hematocrat, or require any special nutritional services.

The importance of health education is taught by Health Service Program. Screening, tests, immunizations and examinations are carefully explained to parent and child.

ENROLLMENT

CENTERS:	1974-75	1975-76	1976-77	1977-78	1978-79	1979-80	
Standing Pine	12	12	16	17	18	16	
Red Water	8	12	13	13	13	29	
Tucker	8	12	14	18	14	13	
Pearl River	24	26	26	28	28	24	
Bogue Chitto	10	13	12	16	12	10	
Conehatta	10	12	14	10	7	8	
TOTAL:	72	87	95	102	92	100	

DATE: 1978-79

CENTERS	# IMMUNIZATIONS GIVEN	# DENTAL REFERRALS	# MENTAL HEALTH REFERRALS	# MEDICAL REFERRALS	# ENVIRONMENT HEALTH VISITS	# HEALTH HOME VISITS	# HANDIC CHILDR
Pearl River	33	26	0	15	1	12	1
Standing Pine	18	15	0	12	0	11	1
Red Water	14	11	0	11	1	9	1
Tucker	11	11	0	11	0	10	1
Conehatta	14	10	0	9	0	8	0
Bogue Chitto	10	12	0	11	1	9	1
TOTAL:	100	85	0	69	3	59	5

DATE: 1979-80

Pearl River	24	24	0	16	0	12	1
Standing Pine	10	14	0	9	0	8	1
Red Water	10	24	1	18	3	12	1
Tucker	8	12	0	10	0	7	1
Conehatta	8	7	0	0	0	5	0
Bogue Chitto	10	9	0	11	1	8	1
TOTAL:	70	90	1	64	4	52	5

38

39

DATE: 1976-77

CENTERS	# IMMUNIZATIONS GIVEN	# DENTAL REFERRALS	# MENTAL HEALTH REFERRALS	# MEDICAL REFERRALS	# ENVIRONMENT HEALTH VISITS	# HEALTH HOME VISITS	# HANDICAP CHILDREN
earl River	40	24	0	10	2	8	2
tanding Pine	16	14	0	12	2	9	1
ed Water	20	12	0	10	1	7	1
ucker	16	14	0	11	1	10	2
onehatta	22	12	0	11	0	11	0
ogue Chitto	16	10	0	9	0	8	1
OTAL:	130	86	0	63	6	53	7

DATE 1977-78

earl River	44	26	0	18	1	14	2
tanding Pine	14	17	0	10	0	8	1
ed Water	18	13	0	9	0	8	1
ucker	14	16	0	10	0	10	2
onehatta	[illegible]	16	0	10	1	9	0
ogue Chitto	14	14	0	11	0	10	1
OTAL:	120	102	0	68	2	59	7

DATE: 1974-75

CENTERS	#IMMUNIZATIONS GIVEN	# DENTAL REFERRALS	# MENTAL HEALTH REFERRALS	# MEDICAL REFERRALS	#ENVIRONMENT HEALTH VISITS	# HEALTH HOME VISITS	#HANDICAP CHILDREN
Pearl River	42	20	0	24	5	12	3
Standing Pine	26	12	0	12	0	5	0
Red Water	17	8	0	8	0	7	1
Tucker	20	7	0	7	0	7	0
Conehatta	22	10	0	10	0	5	1
Bogue Chitto	22	10	0	8	2	6	1
TOTAL:	149	67	0	69	7	42	6

DATE 1975-76

Pearl River	35	14	0	12	1	10	3
Standing Pine	20	12	0	9	1	8	0
Red Water	16	11	0	9	0	7	0
Tucker	18	10	0	9	1	8	0
Conehatta	20	12	0	12	1	10	1
Bogue Chitto	20	12	0	8	1	7	0
TOTAL:	129	71	0	59	5	50	5

Immunization Levels Children 3-27 Months

PHILADELPHIA Service Unit USET Area, IHS

As determined on September 30, 1979 (Date)

AGE IN MONTHS	INCLUSIVE BIRTHDAYS -through-	NUMBER IN AGE GROUP	SHOULD HAVE HAD AT LEAST:	NUMBER APPRO. FOR AGE	TOTAL NUMBER WHO HAVE HAD EACH DOSE							MEASLES	MUMPS	RUBELLA
					DTP				OPV					
					#1	#2	#3	#4	#1	#2	#3			
)-27	June '77 Feb. '78	99	DTP 4 OPV 3 MMR	96	99	99	98	97	99	99	98	96	96	96
-16	March '78 May '78	41	DTP 3 OPV 2 MMR	37	41	41	38	37	41	41		37	37	37
-15	June '78 Feb. '79	82	DTP 3 OPV 2	68	82	79	68		82	79				
-6	March '79 April '79	6	DTP 2 OPV 2	6	6	6	6		6	6				
-4	May '79 June '79	8	DTP 1 OPV 1	8	8				8					
TOTALS		236		215	236	225	204	134	236	225	98	133	133	133
S/II office use only														

Percent of those eligible who have been immunized.

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Section V

Social Services

SECTION V. SOCIAL SERVICES

There are three primary objectives for the Social Services component of PCDP:

1. Provide or assist in providing social services to children and families and assist them in their own efforts to improve the quality of their lives.

2. Make parents aware of community services and resources, and assist in facilitating use and receipt of services.

3. Establish and maintain a recruitment process which assures the enrollment of eligible children.

During the month of November of each year, a reservation-wide community needs assessment is conducted in each of the Choctaw communities. Each community member is reached through a door-to-door survey. The forms used are designed to provide specific information for the Social Service Data Plan.

Following the completion of the Community Needs Assessment, a master recuitment list of families in each community is compiled. This list is screened and an enrollment waiting list made up. This process insures almost complete listing of eligible families.

While there is a Social Services Coordinator on the administrative staff of PCDP, the initial referrals come primarily through teachers. A visual screening of the children is done by the teacher each morning. Home visits and regular contact with parents, as well as the children's records, provide clues to the teachers about what families should be referred for social services. Program staff receive training in recognizing and identifying families in need of social services and advocacy.

PCDP uses existing reservation resources including the BIA Social Services Department, Tribal Mental Health/Alcoholism Program, Community Health Technicians, Choctaw Legal Services, Child Advocacy Program, ARC

Program, Tribal Emergency Aid and Food Stamp Program to meet the needs of families.

In looking at the impact that PCDP has had on reservation families, it was ascertained that a minimum of thirty-one families a year had received General Assistance and Child Welfare Assistance payments in the amount of $8,721.00 as a direct result of referrals of advocacy by PCDP. (See attached letter of verification.)

In addition, out of the 512 parents served under PCDP over seven years of program operation, three hundred have received some type of training but only half of the three hundred have obtained employment. Lack of employment is primarily due to families reluctance to move away from the reservation to obtain work. The employment opportunities on the reservation or near the reservation are severely limited. Parents work at hauling pulpwood, or as day laborers for the most part with many of the remainder receiving public assistance from County Welfare or BIA Social Services.

PCDP parents are receiving a number of Social Services. An average of 35 families benefited from the Energy Crisis Program which began this past year.

Information about various services and families rights to services is one topic which is presented at parent meetings, It is impossible to estimate how many adults have applied for services, training or jobs as a result of information made available through PCDP, but it would appear to be substantial.

Delivery of social services as a preventive measure against child abuse and child neglect can not be minimized in importance. While many of the families who receive services would probably receive those same

services eventually, the prompt response to family problems is a real factor in strengthening families. The PCDP staff are particularly effective in this area because of their intimate knowledge of the communities and ability to relate to the families. The teachers have had daily contact with children and parents. It is easier for them as members of the same communities with long acquaintance with the parents to quickly identify potential and existing problems. The fact that the teachers and the Social Services Coordinator speak Choctaw is another positive factor in delivery of services.

Within this mode of program operation, it becomes difficult to define where "neighborliness" and job duties intersect. A great deal of counseling is accomplished through informal communications and role modeling. Community social events provide opportunities for casual conversation about family life during which advice can be offered and accepted in a casual way.

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United States Department of the Interior

BUREAU OF INDIAN AFFAIRS

CHOCTAW AGENCY
PHILADELPHIA, MISSISSIPPI 39350

IN REPLY REFER TO:
Social Service

July 23, 1980

M E M O R A N D U M

To : Woodlin Lewis, Director PCDP

From : Director of Social Services

Subject: Assistance Provided to PCDP Participants

Based on available information, thirty-one families residing within the service area have received General Assistance and Child Welfare Assistance in the amount of $8,721.00 per year as a direct or indirect result of their participation in the Parent/Child Development Program.

E. Harold Hayes Jr.

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Section VI

Leadership Development

SECTION VI. LEADERSHIP DEVELOPMENT

Parental Involvement/Development

From its inception, the PCDP program has played a major role in the development of leadership on the reservation. The initial planning for the program as described in Section I, involved parents for the first time in comprehensive planning for their children. The initial planning effort which joined parents with information and resources did not stop after the program began.

Parents have been working in close partnership with the program each year and have contributed equally to their children's development process. It was parents who built PCDP playgrounds and parents who accompanied children on field trips, substituted and volunteered in the classroom. The chart which follows details special events in addition to parent meetings in which parents have participated. Special projects have included making home made toys, pot luck suppers, fund raisers, and a host of other activities.

Direct involvement in activities for and with the children have been supplemented by attendance at workshops. The program has always encouraged parents to take advantage of the workshops provided for the staff; and, for the most part, they do join in the inservice training. A complete listing of workshops provided during the duration of the funding is included in this section.

It is interesting to note parent responses to the parent questionnaire used as part of the program evaluation. While parents clearly supported and approved of the activities for their children, they frequently mentioned how the program had improved their parenting skills and greatly increased their knowledge.

This was expanded upon well by one parent who stated that she appreciated the emphasis on helping parents to do a better job, rather than depending on the school to do everything. The most frequent response to the question: "In what ways has PCDP helped you to be a better parent?" was, "It makes me understand small children."

There was also a realization on the part of parents that PCDP was providing services that they would never otherwise be able to afford. Some respondents stated directly that they would not be able to work if they had to pay for the care that was received from PCDP. While day care is not the primary function of PCDP, the impact that quality, free care for children has had on the economic condition of families is certainly a major factor in raising the quality of life for children and their parents.

PCDP has resulted in substantially increased incomes for families on the reservation which, in turn, has reduced tension and strife in the home and raised the quality of parent/child interactions. When this is combined with the increased understanding that parents have of their children's needs, more stable family life has resulted.

The project has used some highly innovative ways to assist parents in assisting their children. For example, one of the materials produced by the project and disseminated to parents is a book which explains field trips. Parents are shown the value of continuing to provide outings as learning experiences for their children whether the "trip" is a walk in the woods, or a trip to Jackson to the zoo. It is pointed out that children can be easy to please and that experiences outside the home need not cost money to be meaningful for the child. Examples of discussion and questions that a parent might use with their children on outings are covered. A list of places in the area where parents might take children is provided along with directions, maps, and other useful information.

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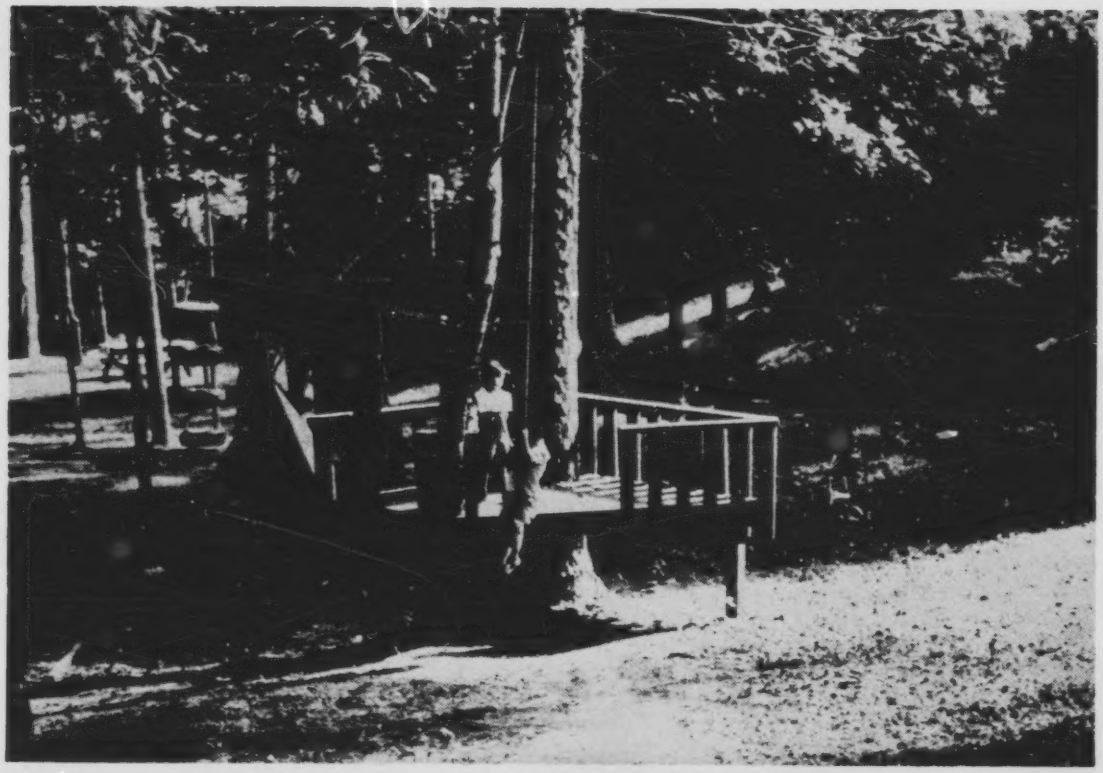
One of many Parent Activities



. . . parents constructed playgrounds for P.C.D.P.

Another excellent parent aide produced by the program are the story telling books written in Choctaw language with an English translation on the back page. These colorful little books are given to parents who are to read them to their children at home. In addition to the reinforcement towards the value of learning to read and fascination with words, these beautifully done stories also reinforce Choctaw culture while providing meaningful parent/child interaction.

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Himonnaká hattak awatta toklohoš ąšwatok.
Nittak ačaffaką hayáka awattat ittiyáčih.

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Hopákinǫ šološat iyyi katąlikmą wišakčimą bašlit tápliča holóbíkatok. itokǫ hattak ačaffakat šološat yohmiyǫ holoh hiča iyyiškiat hayąkatok.

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Hašok anówat ąyahmat
akka pisahmat iyyiški hokakǫ imaksiča sįti
imahwača ''sįti , sįti hǫssah,'' awatta ačaffahmą
imáčina hǫssah.

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Hǫssahmą hottopahmat sįtiat
kopólih imahwača, ''himakmą hǫssa,'' imáčina
himakmą hǫssana iyyiškiat tapah. Hihma hattakmat
iyyiškit tapayoš ąttahtók.

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Makátokǫ sịti niškoboyat
hattak iyyiški holbah miyahtók.

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The following is an approximate English translation:

The Two Hunters

Page 1. Once there were two hunters. One day they went to hunt in the woods.

Page 2. A long time ago if the shoes were tight they used to cut off the toe part of the shoes.

Page 3. So when they were walking in the grass, he saw his big toe and thought it was a snake and said, "Snake, snake, shoot it!" The other hunter shot it.

Page 4. When the hunter felt the pain he thought the snake had bitten him and yelled to the other hunter, "Shoot it!" The other hunter shot the toe off. So the hunter didn't have but one big toe.

Page 5. That is why the head of a snake resembles the big toe of a man's foot.

The project presented or reported herein was performed pursuant to grants from the:

Department of H.E.W.,
Office of Child Development, IMPD.
Choctaw Head Start Program,
Grant #90-C-89-75-01

Department of the Interior, Bureau of Indian Affairs, Choctaw Parent Child Development Program, Grant #K51C14200850

with technical assistance from:

U.S. Office of Education
Bilingual Education for Choctaws of Mississippi,
Grant #OEGG007507164

The opinions expressed herein do not necessarily reflect the position of policy of these federal agencies and no official endorsement of these agencies should be inferred.

DATES	TRAINING DESCRIPTION	COMMENTS
August 30-31, 1973	First Aid workshop sponsored by IHS nurses. Participants took full First Aid course. Those passing received First Aid certificate.	
September 27-28, 1973	USET Health/Handicapped Workshop (1½ days)	Review of Head Start performance standards
October 12-13, 1973	Mississippi Association on Children Under Six Conference	
November 7-10, 1973	National Association for the Education of Young Children, Seattle	
December 13-14, 1973	Head Start/Parent Child Development Program Workshop, Developmental stages of Children 0-4 years, their care in centers and family day care homes workshop by Lisa Amoss, Child Development Specialist	Excellent
December 19-21, 1973	Head Start/PCDP workshop - Developmental stages of children 0-4 years, operation of center and home based programs, record keeping, nutrition, and appropriate adult child interaction by consultant team from Erikson Institute and Loyola University.	Excellent
December 17-18, 1980	HS/PCDP Family Day Care Workshop, Development of infants and toddlers organization of family day care homes, appropriate activities & behavior in adult-child interaction, by Robert Bookman, Child Development Specialist, Cornell University	Excellent
January 9, 1974	Workshop on menu planning and nutrition for preschoolers and emergency procedures by Dr. Margaret Morrison,	Excellent

DATES	TRAINING DESCRIPTION	COMMENTS
January 14, 1974	Training session in Communications & Interpersonal Relationships	Excellent
January 16, 1974	Health Record Keeping Workshop - (1) Reviewed child health records (2) discussed health program control sheets & daily health records (3) discussed referral system & made suggestions for improvement	
January 30, 1984	Evaluation Workshop - Training by Suzanne Phillips in Techniques to Administer Southeastern Day Care Project Evaluation Form to Children in PCDP/HS program.	
January 31, 1974	Food Cost Management Workshop - Training by Ruth Lawrence in appropriate use of State funds for food costs with PCDP/HS program	
January 30, 1974	The training session will focus on the attached "Evaluating Childrens Progress - A Rating Scale for Children in Day Care"	
March 10-15, 1974	Observation visit to Greensboro, NC, United Day Care Service - 4 days intensive on site observation and training of comprehensive day care service program for children.	
March 20, 1974	Needs Assessment Workshop - conducted by PCDP Health Services Coordinator. Workshop focused on interpersonal communication skills, role identifications, and techniques for assessment of individual program needs.	
May 3-4, 1974	Two days training institute at the University of Alabama sponsored by Choctaw School Board on Contracting of BIA's schools.	

DATES	TRAINING DESCRIPTION	COMMENTS
9/12/74	Governor's Conference on Education (Children First) held in Jackson MS.	
12/16/74	½ day training session conducted by HS/PCDP Early Childhood Education Specialist on cooking experiences for children in the classroom.	
1/3/75	Bilingual Conference: One day session conducted by leading linguists on orientation and philosophy of bilingualism.	
3/24-28/75	One-half day workshop on infant development and curriculum conducted by family day care consultant Robert Bookman.	
4/8-10/75	Mental Health consultant spend three days at Choctaw conducting workshops on mental health.	
5/14-16/75	Three day workshop on comprehensive social services system conducted by Humanics Associates in Ann Arbor, Michigan.	
4/28/75	Tri-wall workshop conducted by Phyllis Deutsch on how to make toys, furniture, etc., for children.	
5/8/-9/75	Two day conference on early childhood education sponsored by the Governor's Office on Education & Training in Jackson.	
7/24-28/75	First aid training for certificate conducted by Nurse Practitioner, Jan Kraus.	
8/5-6/75	Individualizing the Pre-School Program workshop conducted by Dr. Mitchell & Dr. Rainey from MSU, Gary Breshears, Jean Denny, Ken York, BFCOM.	
9/10-11/75	Attended two days of three day workshop conducted by Humanics Associates on social services record keeping, skill training, staffing and crisis training.	
10/22-24/75	Parent Involvement Workshop presented by Gary Wilson & Thomas McMurrain of Humanics Associates.	

DATES	TRAINING DESCRIPTION	COMMENTS
11-4/75	Pre-School Music Workshop presented by Phyllis Deutsch	
11/20-21/75	Self Assessment/Validation Instrument Training Session presented by Steve Maurer.	
11/10-11/75	Handicapped Workshop Screening and Identification presented by Carol Hensen.	
1-27-76	Child Abuse Workshop conducted by Merri Thigpen and Joe Renaud.	
3-4-76	Teacher-Child Interaction Workshop conducted by Jean Denny.	
2/10/76	Child Growth & Development, Social & Emotional Growth Workshop conducted by Gary Wilson and Barbara Trencher.	
3/16/76	Audiometry workshop (anatomy of the ear, hearing disorders, lab) conducted by Ramona Lewis, Tribal Otitis Media.	
3/18/76	Importance of Confidentiality workshop conducted by Henry Daun, MSU Meridian Branch.	
6/24/76 6/25/76	MBO workshop conducted by Humanics Associates, Gary Wilson and Don Wilson.	
7/8/76	How to implement HS Performance Standard in Social Service conducted by Mary Johnson and Mary Ben.	
7/7/76	Implementation of Health Performance Standard conducted by Mary Ben.	
7/7/76	Standard Performance on Education Component conducted by Abbie Gibson	

DATES	TRAINING DESCRIPTION	COMMENTS
7/6/76	Developing Early Childhood Curriculum conducted by Dr. Gale Lewis	
7/27/76	Family Enrichment Training conducted by Wilson and McMurrian.	
7/23/76	PET conducted by Tom McMurrain.	
7/22/76	Family Enrichment Training conducted by Tom McMurrain.	
7/21/76	PET conducted by Tom McMurrain.	
7/28/76	Family Enrichment Training conducted by Wilson and McMurrain.	
7/26/76	Parent Enrichment Training conducted by Wilson and McMurrain.	
7/20/76	Parent Effectiveness Training conducted by Dr. Thomas McMurrain.	
7/8/76	Use of Yakima Developmental Checklist conducted by Louise Wilson.	
8/26/76	Diabetes and Obesity workshop by Mary J. Ben.	
8/26/76	Communications Skills workshop by Bradley Isaac.	
10/29/76	Bilingual workshop by Ken York and BECOM staff.	

DATES	TRAINING DESCRIPTION	COMMENTS
10/28/76	Vision Screening workshop by Lilla Mott, Community Health Nurse	
10/28/76	Nutrition Needs Related to Life Cycle, by Mary J. Ben.	
11/18/76	Health and Sanitation workshop by Wayne Fuller, Choctaw Health Dept.	
1/27/77	How to Identify the Social Service Needs of Children in HS/PCDP by Thomas McMufrain and Barbara Thomas.	
1/28/77	Bilingual Education workshop, by Ken York and BECOM staff.	
2/2/77	Annual conference of Mississippi Council on Children in Jackson, MS.	
3/24/77	Referral System on Vision Screening, by Lilla Mott, Community Health Nurse.	
3/24/77	Referral System on Audiometric Screening, by Ramona Lewis, Tribal Otitis Media Program.	
3/24/77	Recruitment/Enrollment Procedures by Barbara Thomas, SSC.	
5/26/77	"Good Dental Health Starts Early" by Dr. Martin Aguilar.	
5/26/77	NATA/Choctaw CDA Portfolio Development W/S, by Steve Maurer	
7/1/77	Tribal Personnel Policies workshop - Martha Cox and Woodlin Lewis	

DATES	TRAINING DESCRIPTION	COMMENTS
7/7/77	Parent Involvement workshop (SAVI) - Barbara Thomas	
7/7/77 7/8/77	Bilingual Education workshop - BECOM Staff	
7/8/77	Vision Screening Workshop - Mary J. Ben	
7/11/77	Home Visitation workshop - Humanics Ltd.	
7/12/77	Staff Relations workshop - Humanics Ltd.	
7/14/77 7/15/77	Early Childhood Physical Fitness workshop - Gene Kidder, P.E. Supervisor, Meridian Public Schools.	
7/19/77 7/21/77	Family Enrichment Training Review (6 modules) - Teacher Directors and component coordinators.	
7/22/77	Classroom Art workshop - Sandra Love, MSU Art Instruction	
7/27/77 7/28/77	Yakima Development Checklist workshop - Deborah DeVries, Project Palatisha	
8/25/77	Health Ed. Activities in the classroom - Mary J. Ben.	
8/25/77	Mental Health/Alcoholism workshop - Jesse Ben, MH/A Counselor (½ day)	
9/28/77	Better Working Relations With Parents - Steve Maurer, NATA (½ day)	

DATES	TRAINING DESCRIPTION	COMMENTS
10/28/77	Planning Parent-Child Activities - Barbara Thomas, SS/PI Coordinator	
1/26/78	PCDP Classroom Activity Files by Louise Wilson, Ed./Hand. Coord.	
1/23/78	Briefing on Community Resource Agencies by Representatives from Food Stamp Office, Health Dept., and Social Security Office.	
2/25/78	Values Clarification by Dr. Sidney, MSU.	
3/23/78	Bilingual Workshop by the Bilingual Staff.	
4/27/78 4/28/78	Social Services in the Center Level by Dr. Tom McMurrain.	
7/20/79	Parent Involvement Long and Short Range by Mattie Thompson.	
7/25/79	Dental W/S Personnel Mgmt by Faye Majure and Jimmie Ellis.	
7/23/79	Art for Preschool by Sandra Love	
7/18-19/79	Management W/S by Nata.	
5/30/79	H/S Activity Day by HS/PCDP Staff	

DATES	TRAINING DESCRIPTION	COMMENTS
7/16-17/79	Child Advocacy by Lee Bacon	
11/29/79	Winter activities to use with children by Louise Wilson, Faye Majure, Robbie Boyd, and Mattie Thompson.	
11/30/79	Good nutrition and weight control by Mimi Inman.	
2/28/80	Teacher-Parent made materials conducted by Bogue Chitto Head Start staff.	
2/28/80	Cultural handicraft conducted by Pearl River Head Start Staff.	
2/29/80	Head Start Performance Policy Orientation conducted by Woodlin Lewis.	
5/29/80	Development of Intellectual skills conducted by Woodlin Lewis.	
5/30/80	Information on community services conducted by Harrison Ben and Warren R. Weller, Child Advocacy.	
5/30/80	Information on community services conducted by Bradley Isaac, Mental Health.	

SECTION VI Leadership Development

COLLEGE GRADUATES

Head Start/PCDP has employed four Indian staff members in supervisory or managerial positions during which time those employees attended an accredited college on their own time. Each of the following persons received a B.S. Degree in Early Childhood Education which was funded, in part, by BIA funds set aside for staff training in the PCDP budget:

Woodlin Lewis, Head Start/PCDP Director
Thallis Lewis, Former HS/PCDP Center Director, is now on the staff of the Choctaw Bilingual Education Program.
Roberta Gibson, Former HS/PCDP Center Director, is now Director of the Tribal Special Handicapped Program.
Mary Emma Johnson, Former HS/PCDP Social Service & Parent Involvement Coordinator, is now a BIA Kindergarten teacher.

Child Development Associate Credential Recipients

As the attached newspaper article regarding CDA states, the Choctaw Head Start/Parent-Child Development Program is fortunate to have employed nine staff members who are credentialed Child Development Associates (CDA'S). The CDA training process is a lengthy, detailed involvement of the teacher, children, parents, and other staff that establishes the competency of the individual teacher or aide to be a teacher of pre-school children. PCDP has funded a great portion of the training effort for CDA at Choctaw, resulting in an ever-increasing credibility for the program and its objectives. The following HS/PCDP employees have received the CDA Credential:

Gloria Frazier
Rosalie Vaughn Bell
Willie Mae Henry
Engie Dixon
Salina Willis
Laverne Willis
Lola Mae Jackson
Margie Gibson
Catherine Ben

Ten additional HS/PCDP Center employees are currently enrolled in the CDA training program and if training continues to progress at the current rate, should receive their Credential by October 1981.

Candidates for A.A. Degree in Early Childhood Education

In addition to participation in the CDA Training Program, the following HS/PCDP Center employees, many of whom are parents of children in the program, are within six college credit hours of receiving the two year A.A. Degree in Early Childhood Education form Meridian Junior College:

Gloria Frazier
Rosalie Vaughn
Willie Mae Henry
Encie Dixon
Salina Willis
Laverne Willis
Iola Mae Jackson
Margie Gibson
Catherine Ben
Nellie Billy

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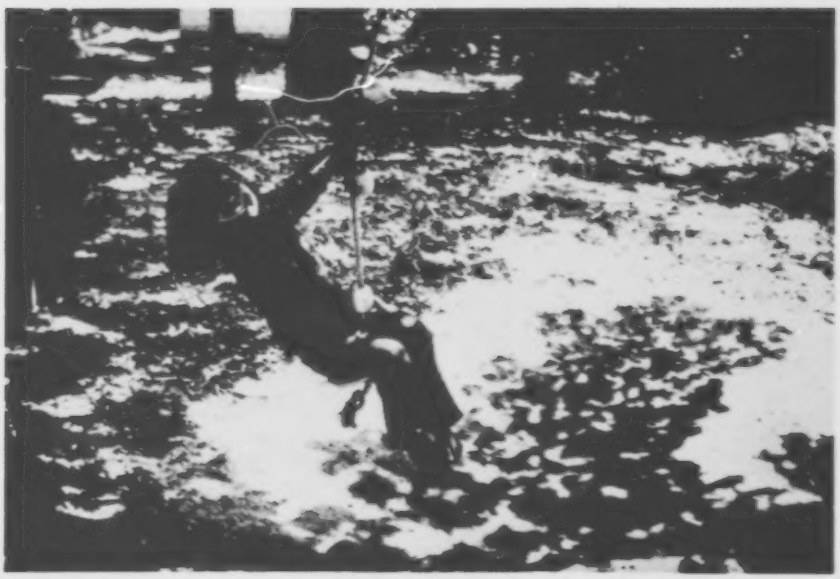
Section VII

Reservation Wide Impact



SECTION VII. RESERVATION WIDE IMPACT

Just as the PCDP program is multi-faceted, so has the impact on families and the reservation as a whole been diverse and widespread. There have been economic, educational, social advances directly resulting from this program. While many of the results are subjective and open to interpretation, some of the directly measurable benefits include:

1. Increased English language abilities displayed by participating children which positively affects later school performance.

2. Increased earning power for families in which one parent would not be able to work without free care for children.

3. Decrease in infectious early childhood diseases due to the large number of children receiving innoculations through the impetus of the Health Component working in concert with parents.

4. Increased performance in cognition and other skills leading to cognitive development potential.

5. Increased parent/child and parent/school interaction in a format which encourages a home focus on the needs of the individual child.

6. Increased service and benefits under existing social service programs through advocacy and referral by PCDP.

7. Decrease in parasitic infection through parent education, daily screening in centers and cooperation between PCDP and Home Health Program.

8. Increased service in preventive child abuse counseling through referral and advocacy to Child Services Program and direct counseling from PCDP staff.

9. Increased self determination capabilities of the tribe through staff training and development which has resulted in an increase in persons with Bachelor's degrees and AA degrees in early childhood which allows administrative positions to be filled by indigenous Choctaws.

10. Increased local planning capabilities in the area of early childhood through degree programs and inservice training provided to parents and staff who have expanded out to involvement in other programs such as Head Start and Follow Through.

In summary PCDP has successfully integrated the total range of services which impact families, and therefore, impact the development of children. Children are developing skills at a faster rate and are better adjusted to a school environment than non-PCDP children. The integrated approach makes it difficult to single out a particular component or service area as a participating factor. The decrease in contagious childhood disease the PCDP age group is, of course, related to the health component which insures innoculations. However, it is probable that the parent education that the program provides is also a causative factor along with improved economic status which is passed along to children in the form of better diet and increased home prevention measures.

Section VIII

Conclusions

SECTION VIII. CONCLUSIONS

Conclusions which may be drawn from the experience of operating PCDP on the Mississippi Choctaw Reservation include:

1. Programming which provides a correct blend of development activities and experiences for infants through two years of age does affect cognitive development positively.

2. A program model which uses the tribal language as the primary instructional mode with gradual introduction to oral English provides the most comfortable atmosphere for positive self image, accelerates use of English, and provides for cultural accountability.

3. Center operation as opposed to family day care homes is less expensive, provides a wider range of experiences and activities for children, and is more efficient administratively.

4. Parents are eager to participate in their children's educational process, but need information and training to allow them to work in partnership with educational programs.

5. Some further study should be done in the area of culturally relevant materials development. Problems in program operation center around curriculum which is relevant to the local cultural practices. Most story books and other teaching tools are geared to middle-class white life styles and values. Social development in programs should complement, not undermine, tribal practice and values. Planning and development on each reservation could be jointly by early childhood programs, or separately. There should however, be consideration given to special projects for materials development.

6. Use of indigenous Choctaw-speaking staff has been a crucial factor in the success of the program.

7. The program develops as staff develop. Staff development components which combine inservice training with consultant workshops and college coursework are essential to the continued progress of program.

8. Support services such as Health and Social Services are more effective when they are used to extract resources from other existing programs; and, when they work to help parents increase their knowledge and self advocacy skills rather than as direct service deliverers.

SECTION IX RECOMMENDATIONS

1. Establishment of ongoing PCDP Funding - It is recommended that the Bureau of Indian Affairs work towards implementing a funding system for preschool programs nationwide including a program of technical assistance for planning and establishment.

2. Operational Model Guides - It is recommended that in addition to continuation of regular program activities, that projects be funded to put together and disseminate Operational Model Guides as outlined for use by other tribes.

   PROGRAM PLANNING PROCESS FOR IMPLEMENTATION OF PCDP (guide)

   A detailed account of a reservation-wide planning process for preschool programming which includes parents, consultants, social service providers, health care providers, tribal leaders, and other education program personnel. The process should include organizing existing resources, service integration and target efficiency.

   PARENT/STAFF INTEGRATED DEVELOPMENT MODEL (guide)

   A guide to resource persons, listing of training topics, considerations for integrated training, parental involvement, use of existing resources, sequence, use of training increments as incentives, parents as trainers.

   CULTURALLY RELEVANT CURRICULUM DESIGN (guide)

   Identification of cultural elements in classroom arrangement and design, materials, learning aides, toys, language development, parent education, staff training, and support services. Matching of cultural elements with strategies for implementation and development.

3. Integrated Services Approach - The experience of Choctaw in operating program services under PCDP has reaffirmed the benefits of integrated service delivery in terms of fiscal as well as program accountability. It is recommended that in implementing pre-school programming, the

Bureau consider assisting tribes in establishing integrated service models and act as advocates for tribes with other agencies which could support preschool activities and support services.

4. Center Operation vs Day Care Homes - While the Center approach at Choctaw has proved to be more effective, other tribal factors such as distance, varying administrative patterns and cultural factors may make day care homes feasible in other locations. There should be some research done to determine factors which affect each type of operation for use by tribes interested in setting up programs.
5. There should be some consideration given to establishment of Early Childhood Centers for reservations. Lack of facilities and other physical resources which can be easily integrated are impediments to planning and operating comprehensive Early Childhood Programs. An Early Childhood Center would consolidate resources for all children from birth through eight years of age.
6. Planning for Early Childhood Programs should take into account some type of integrated parent education, training and involvement. Parents may be involved in five or more "parent committees" for different programs or schools. Many of these committees are mandated by legislation. There are no models for educators to follow in trying to standardize and integrate services to and involvement by parents. Parents can become confused by the various approaches plied by the various agencies. At Choctaw, for example, the tribe operates Head Start, PCDP, and Follow Through (grades K-3), and Bilingual Education. The Bureau of Indian Affairs operates classroom instructional program for K-12, Title I and Student Services. All of these programs have parent committees. It is recommended that

the Bureau provide monies to assist in developing models for integrated parent education and involvement which would result in greater overall understanding and involvement by parents.

7. It is recommended that education standards and the Bureau's responsibility in preschool education be developed through input from tribes, and implemented through the Bureau system.

SECTION X - DEVELOPMENT OF FUNDING FORMULA

The charts which follow outline in some detail the cost involved in program operation using an integrated service model with several optional components. The Core Services chart shows the per child costs for minimal service operation without parent education, curriculum development or full staff development. Although there is, for example, a line in the Core Services Chart for Parental Involvement, the cost reflected there are only that amount which is necessary to hold parent meetings and supply necessary printed information about the program.

Although the Core Services Chart provided herein shows an intergration of program costs with Head Start and some support from work experience programs. Title XX Day Care Funds through the states might in some instances be used to match PCDP if a tribe were not receiving Head Start monies. It would probably be necessary to provide a list of resource people who are knowledgable in identification and initiation of funding for possible match programs for tribes who wish to utilize an integrated approach, but do not have other established programs as a base from which to build. The primary costs which are shared are administrative costs. Each program serves a different age group which immediately preceeds or follows the PCDP group. In addition to the cost benefit, shared administrative costs promotes standardization of services and smooth transition from one program to another for children.

Transportation costs are figured in a range with a + 1 to a + 3 factor for isolation and lack of available public transportation. Population density of eligible children are the determining factor in which range would apply.

CORE SEF

Chart of Average
Option I: Local Administrativ

Number of Children Served	Daily Direct Serv. Staff		Transportation			Administrative					
	Day Home Mothers	Center Concept	+1	+2	+3	Health	Soc. Ser.	Handi-capped	Proj. Dir.	Secre-taries	Materials Dev. Specialist
50	70,000	56,000	1,800	2,600	3,400	7,500	6,000	-	9,000	-	-
100	140,000	112,000	3,600	7,200	10,800	7,500	6,000	-	9,000	-	-
150	210,000	168,000	7,200	10,800	21,600	7,500	6,000	-	9,000	-	-
200	280,000	224,000	10,800	21,600	43,200	7,500	6,000	-	9,000	-	7,000
250	350,000	280,000	21,600	43,200	86,400	10,000	6,000	-	9,000	8,000	7,000
300	420,000	350,000	43,200	46,200	89,400	10,000	12,000	-	16,000	8,000	7,000
350	490,000	406,000	46,200	89,400	92,400	14,000	12,000	12,000	16,000	8,000	14,000
400	560,000	462,000	89,400	92,400	95,400	14,000	12,000	12,000	16,000	9,000	14,000
450	630,000	518,000	92,400	95,400	98,400	14,000	12,000	12,000	16,000	9,000	14,000
500	700,000	574,000	95,400	98,400	101,400	14,000	12,000	12,000	16,000	9,000	14,000

RVICES

Expenditures
- Consolidation with Headstart

Facilities		Food			Staff Development Parental Involvement				
Day Home	Center	Day Home	Center	Materials and Supplies	Day Home	Center	AVERAGE Day Home	TOTALS Centers	AVERAGE CENTER Totals Minus Trans. Comp.
-	7,200	10,000	5,000	1,000	100	1,200	108,200	97,220	93,620
-	15,360	20,000	10,000	2,000	250	1,500	236,700	170,360	163,160
-	23,040	30,000	20,000	3,500	300	1,400	256,800	248,740	237,940
-	30,720	40,000	30,000	4,000	400	1,800	368,300	334,820	313,020
-	38,400	50,000	40,000	5,000	500	2,000	488,700	448,600	405,400
-	48,000	60,000	50,000	6,000	600	2,700	623,800	555,900	512,700
-	55,680	70,000	60,000	7,000	700	8,000	733,100	637,080	607,680
-	63,360	80,000	70,000	8,000	800	3,600	817,200	775,360	685,960
-	71,040	90,000	80,000	9,000	900	4,000	993,400	853,440	758,040
-	78,720	100,000	90,000	10,000	1,000	4,400	983,500	931,520	831,120

Cost Per Child = $1,944.00 - $1,991.66

Total Cost to Implement Nationwide = $89,640,000.00
(based on 45,000 children served)

COMPONENT I - PARENT EDUCATION

Suggested Formula: Per Parent Cost per Year

Materials	Tuition/ Workshop	Travel	Total
$50.00	$60.00	$160.00	$270.00

No. of Parents	Materials	Tuition/ Workshop	Travel	Total
50	$ 2,500	$ 3,000	$ 8,000	$ 13,500
100	$ 5,000	$ 6,000	$16,000	$ 27,000
150	$ 7,500	$ 9,000	$24,000	$ 40,500
200	$10,000	$12,000	$32,000	$ 54,000
250	$12,500	$15,000	$40,000	$ 67,500
300	$15,000	$18,000	$48,000	$ 81,000
350	$17,500	$21,000	$56,000	$ 94,000
400	$20,000	$24,000	$64,000	$108,000

COMPONENT II - Curriculum Development/Materials Development

Note: It is difficult to compute curriculum/materials development costs on a per child basis. Most of the costs, at least initially, are the same no matter how many children are served. At a reasonable funding level, a comprehensive curriculum with culturally based materials could be devised in five years. After the initial development period, costs would drop to a very minimal expenditure which would include preprints as necessary and periodic up dates of materials.

(per Year cost)

Graphics	Printing	Resource Volumes	Supplies	Personnel Fringe	Total
$4,000	$20,000	$2,000	$8,000	$19,000	$93,00

COMPONENT III - STAFF DEVELOPMENT/SELF-DETERMINATION COM

(Per Year Per Staff Person)

Tuition Fees	Travel	Resources Materials	Workshops	Inservice Supplies	Total
$600	$720	$100	$240	$50	$2,310

Note: Costs based on use of indigenous non-degreed teaching staff with defined career ladders to build tribes capacities in Early Childhood as well as strengthing program capabilities.

SECTION XI. ALTERNATIVE OPERATIONAL MODES

Option I Preschool Programs Shared Costs

With this approach all or many of the programs directed towards preschool children would share administrative costs and provide a comprehensive plan for cooperative use of components of other programs for which preschool children benefit directly or indirectly. Examples of programs which could be administratively combined include: Head Start, Kindergarten, Infant and Maternal Child Health Programs, Women, Infants and Children, and Title XX Day Care.

Option II Early Childhood Centers

All Early Childhood Programs from birth through eight years of age cold be administratively combined and housed jointly with shared services, one master developmental plan, and shared staff development and training. Parent involvement could be designed for representation for the area of early childhood overall with subcommittees specializing in developmental stages on a rotating basis.

Option III Multiple Funding/NonIntegrated Services

Under this arrangement, the preschool program would utilize monies from a number of other programs and, in effect, take over those programs' responsibilites for preschool children rather than utilizing the programs as resources as they are set up. This model could be administratively combined with other early childhood programs or stand along. Examples of agencies from which monies might be used include: Social Services (BIA), CETA, Recreation, Employment Assistance, WIN, Community Development Block Grants, and VISTA.

MISSISSIPPI BAND OF CHOCTAW INDIANS

Phillip Martin, Chief

Tribal Council

Frank Steve, Vice Chief

Ben Hollis Lewis

Houston Bull

Carol Martin

Maxine Dixon

Rosalie Steve

Clarence Comby

William Bell

Mack Jimmie, Jr.

Hayward Bell

Henry Bell

Catherine Solomon

Mattie Willis

Clifton Lewis

William E. York

Albert Farve

Tribal Education Committee

Mack Jimmie, Chairperson

Maxine Dixon

Catherine Solomon

William E. York

Albert Farve

Henry Bell

Hayward Bell

Parent Child Development Program

Woodlin Lewis, Director